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AUTHOR Kruger, C. J. H.; Vermaak, D.
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ABSTRACT

Intsika Yesizwe, an institution intended to help early school leavers acquire the skills needed to compete successfully in the job market, was founded in Ciskei in 1981 to deal with the problem of large numbers of pupils leaving school at an early age. Intsika Yesizwe was founded under the supervision of the Ciskei Special Forces, and in 1983 control of the institution was transferred to the Ciskeian Department of Education. A full-scale research project aimed at reorganizing Intsika Yesizwe was undertaken in 1985. The research project involved site visits to Intsika Yesizwe and interviews with ministers, senior officials and government departments concerned with education and rural development, and leaders of rural communities in Ciskei. It was decided that Intsika Yesizwe should retain its emphasis on the basic skills rather than on job-specific skills training (which is available through Department of Manpower Utilisation-sponsored training programs). It was also decided that the Intsika Yesizwe agricultural training program should continue to have two separate components--a garden project and farming activities--and should require a period of practical work in the community. Leadership training and the identification of potential community leaders were seen as two important concerns of Intsika Yesizwe, and it was determined that its instructors should not only concern themselves with developing leadership potential in their subject areas but in community and cultural spheres as well. It was decided to retain the Intsika Yesizwe course for girls, provide staff development activities for instructors, and establish a board to control the institution's program. (MN)

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NON-FORMAL EDUCATION IN THE DEVELOPING STATES IN THE SOUTH AFRICAN CONTEXT

PART II

NON-FORMAL EDUCATION IN CISKEI

C.J.H. KRÜGER AND D. VERMAAK

RESEARCH INSTITUTE FOR EDUCATION PLANNING
UNIVERSITY OF THE ORANGE FREE STATE
BLOEMFONTEIN

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The Research Institute for Education Planning (RIEP) is greatly indebted to the Section Research of the Department of Co-operation and Development which decided, on the recommendation of the then Committee re Development Research, to vote funds towards research on non-formal education, inter alia in the Ciskei. RIEP used this grant to cover some of the expenses of a research project on non-formal education with particular emphasis on the problems of the early school-leavers in the Ciskei and the Intsika Yesizwe youth programme which seeks to meet the needs of these early school-leavers.

RIEP personnel involved in the project were Messrs C.J.H. Krüger, G.H.J. Kemp, P.J. Smith, B. Heyns and G. Singer. Mr Singer was a doctoral student from the University of Klagenfurt, Austria. Messrs Kemp, Smith and Heyns were national servicemen seconded to RIEP for short periods of time by the RSA Defence Force. (A special word of thanks is due to the Defence Force for this assistance .) Mr Krüger had a lion's share in the work on this project. His research resulted in the formulation of useful recommendations and his regular visits to the Ciskei ensured that work on the project continued in spite of regular changes regarding the posts of top management officials of the Department of Education of the Ciskei. We wish to thank him in particular for the compilation of this report. Valuable assistance in this respect was also received from other staff members of RIEP.

Full support and co-operation were also received from all ministers and directors-general, as well as from other officials of government departments of the Ciskei who were consulted. Positive support was also received from various semi-government organisations. The fact that His Excellency the State President of Ciskei, Dr L.L.W. Sebe, in spite of his full programme, was always willing to make time for discussions regarding the affairs of Intsika Yesizwe, deserves special mention.

At the international level expert advice and valuable inputs were received from Philip Coombs, Vice-Chairman and Director of Educational Strategies Studies of the International Council for Educational Development, Dr J.A. Grignano, Director of the Allegheny Intermediate Unit at Pittsburgh, Pennsylvania and E. Townsend Coles, Advisor of the Minister of Education of Botswana. The inputs of these consultants by way of visits to the Ciskei, discussions and negotiations largely contributed to the success of the project.

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CHAPTER 1

INTRODUCTION

As is the case in other developing countries, a large percentage of Ciskeian pupils leave school at such an early stage that they are insufficiently qualified to compete for jobs on the labour market. To aggravate their plight, these early school-leavers have not received training in any suitable skills which could have enabled them to follow some trade, or practise some handicraft in the community. Many potential leaders are lost to the service of their communities in this way.

Since it is impossible to address the needs of these early school-leavers by way of the formal education system, the only suitable provision which might serve to improve their situation, would be by means of non-formal education programmes.

Disturbed by the plight of the numerous early school-leavers who wander about the Ciskeian communities, aimless and unemployed, His Excellency the State President of Ciskei, Dr L.L. Sebe, as far back as the seventies, started negotiations for the creation of the necessary infrastructure for a special training institution for early school-leavers. As a direct result of these negotiations, Intsika Yesizwe was founded - an institution for early school-leavers dedicated to the training of "pillars of the nation".

In a press statement on 30 August 1979, Dr L.L. Sebe - then Chief Minister of the Ciskei - said the following regarding the Intsika Yesizwe youth programme:

"It is essential to the building of our nation that the cultural and historical heritage be brought home to the Ciskeian youth. With rapid urbanisation of the population in the Ciskei, the youth are frequently thrown into situations in which they are unable to obtain guidance from parents and which they, owing to their inexperience, are unable to cope with themselves. An

aggravating factor is the present unemployment position in the Ciskei which affects particularly the (early) school-leavers.

There is, furthermore, no system in the Ciskei by which future leaders in our community can be identified.

It is for these reasons that the Ciskei Government has embarked on a project aimed at providing cultural leisure-time facilities as well as employment for young school-leavers".

Intsika Yesizwe was founded on 13 May 1981 under the supervision of the Ciskei Special Forces for the purpose of training young school-leavers to become so-called "pillars of the nation".

The need for professional guidance and training of the personnel of the youth programme was realised during 1983. Consequently His Excellency the State President of the Ciskei, Dr L.L. Sebe, formally requested the Research Institute for Education Planning (RIEP) at the University of the Orange Free State to become involved in the planning of Intsika Yesizwe. The idea was that RIEP should come forward with recommendations regarding the planning, suitable organisation and courses for the youth programme and that it should, in general, provide necessary guidance for the personnel.

In June 1983 control of the institution was transferred to the Department of Education of Ciskei and in September 1983 the Director-General of this Department addressed a formal request to the Section Research of the Department of Co-operation and Development of the RSA for financial sponsorship which would enable RIEP to undertake this project. As the request reached the Department of Co-operation and Development too late, no more than R1 000 could be granted to this project for the 1984 financial year. In 1985, however, a substantially larger amount was granted to RIEP. The sponsorship enabled the Research Institute to embark upon full-scale research aimed at the reorganisation of Intsika Yesizwe.

Since the Department of Co-operation of Development could, however, only grant significant sponsorship of the project for one year, i.e. 1985, it was decided to concentrate on action research aimed at suitable adaption of the existing training programmes.

While working on the project, the researchers of RIEP had various interviews with ministers, senior officials and government departments concerned in this matter, as well as with leaders of rural communities in the Ciskei.

Several research visits were paid to Intsika Yesizwe. RIEP researchers made a point of never functioning in isolation, but rather sought to find answers and formulate directives for the improvement of the existing non-formal education programmes of Intsika Yesizwe in co-operation with those concerned. Foreign consultants were also involved as it was felt that their expertise could be employed to the advantage of the youth programme. Important in this respect were, inter alia, Philip Coombs, Vice-Chairman and Director of Educational Strategy Studies of the International Council for Educational Development (IIEP), Dr. I.A. Grignano, Director of the Allegheny Intermediate Unit at Pittsburgh, Pennsylvania, and Edwin K. Townsend Coles, Advisor to the Minister of Education of Botswana.

Within the scope of the research project, attention would, inter alia, be devoted to the following matters:

- The nature of non-formal education which would be suitable to the needs of the early school-leavers of Intsika Yesizwe, particularly those of an age group of sixteen years and over;

- Basic skills in respect of a particular trade which the students might pursue in a rural community after completion of their training;

- The minimum time required for the mastering of a skill at an elementary level;

- A course timetable which would allow Intsika Yesizwe to accommodate at least two groups of 50 students each per year instead of only one group;

- The possibilities for allowing the Intsika Yesizwe trainees to gain practical work experience in rural communities in respect of their particular skills training;

- A suitable agricultural training programme compulsory to all students;

- Ways and means of obtaining the co-operation of all concerned parties such as ministers and senior officials of government departments, as well as leaders of rural communities;

- The degree to which early school-leavers might be developed as potential leaders;

- A training course for girls from the surrounding communities which would be suited to their expectations and the needs of the communities.

In the chapters which follow the development of the training programme at Intsika Yesizwe during the first and experimental year of reorganisation will be described, as well as the findings and recommendations of the RIEP research team.

CHAPTER 2

THE PILOT PROJECT FOR THE REORGANISATION OF INTSIKA YESIZWE

2.1 Introduction

In planning for the reorganisation of Intsika Yesizwe, the research team of RIEP came to realise that other development agents and organisations were also directly or indirectly involved in similar non-formal education activities. Since it was not the intention to undertake this pilot project in isolation, the research team endeavoured to ensure the involvement of such organisations as could make a positive contribution to the overhead planning. For this reason it was decided to invite certain organisations to participate in the forming of a Project Planning Committee for overhead planning for Intsika Yesizwe during the year in which the reorganisation of the youth programme would be initiated.

2.2 The Project Planning Committee

In order to ensure the effective attainment of the objectives of Intsika Yesizwe, it would be necessary to plan for a definite and clear overhead policy. This policy would necessarily have to incorporate the views and expectations of the Government of the Ciskei, as well as those of development experts from such organisations as the Department of Development Aid, the Development Bank of Southern Africa and the Ciskei Small Business Corporation. The Project Planning Committee would endeavour to involve all the interest groups.

The first meeting of the Project Planning Committee took place on 10 January 1985 at Intsika Yesizwe. The following organisations/persons attended this meeting:

- RIEP, UOFS which was represented by Prof D. Vermaak as convener of the committee and Mr C.J.H. Krüger as secretary.

- The Department of Co-operation and Training which sponsors RIEP's research regarding non-formal education in the South African context. The Department was represented by Dr C.R. Liebenberg of the Subdirectorate Research.

- The Department of Education of Ciskei which was represented by Mr N.M. Mongwebu, the acting Director-General of Education and Mr T.D. Feketa, the Director of Intsika Yesizwe.

- The Development Bank of Southern Africa (DBSA) which was represented by Dr D.F. Coetzee and Mr P.R.C. Nel.

- The Ciskei Small Business Corporation (CSBC) which was represented by Mr W.M. Nyikana.

The following decisions were made at this first meeting of the committee:

(a) Training: The tribal authorities, local intrepreneurs, the government and the CSBC share the important task of identifying the needs of local communities and thus to contribute to the planning of training programmes. This should result in a certain adaptability in respect of the programmes, as well as in the possibility of changing the programmes over the short-term.

(b) Co-operation with the tribal authorities and CSBC:
Co-operation with the tribal authorities should be continuous in order to enable Mr Feketa to pass on correct information regarding Intsika Yesizwe. Co-operation with the CSBC should be maintained to ensure that information regarding job opportunities is always available.

(c) Image: The dissemination of correct information regarding Intsika Yesizwe to all levels of society is essential in order to disprove the assumption that Intsika Yesizwe is a rehabilitation centre for juvenile delinquents.

(d) Agriculture: Agricultural activities should serve a dual purpose, viz.:

- vegetable garden cultivation, where each student will have his own small garden to cultivate while simultaneously participating in stock-farming, and

- farming as an industry, which includes planting, harvesting and marketing of crops with the assistance of additional farm labourers with a view to generating income.

These two activities should be developed parallel to each other. In the planning of its agricultural activities Intsika Yesizwe should maintain a continuous liaison with the Department of Agriculture with a view to ensuring involvement, as well as input on the part of this Department.

(e) Current personnel: In order to ensure maximum participation by the current personnel, they should be well-informed and thoroughly orientated regarding the development which is envisaged for Intsika Yesizwe. Their enthusiastic participation will determine the success of the reorganisation. The committee expressed itself in favour of continuous assistance by RIEP personnel in this motivation task.

(f) Females: Special attention should be devoted to the planning and implementation of a course for girls during the first year of the pilot project.

(g) Co-operation with the Minister and Director-General of Education: Prof Vermaak should constantly maintain contact with the Minister and Director-General of Education in order to remain well-informed regarding their views and expectations.

(h) Co-operation with other government departments: It is of the utmost importance that note should be taken of all non-formal education activities by other government departments and that the various activities should be properly co-ordinated. In order to conform to this requirement, an interdepartmental meeting under the chairmanship of Prof Vermaak, was held on 11 January 1985 with the specific aim of co-ordinating non-formal education activities in Ciskei. Such meetings should be held regularly.

As a result of this meeting, Mr C.J.H. Krüger gave a series of orientation lectures to the instructors of Intsika Yesizwe on 21 and 22 January 1985. The following matters were discussed in detail:

- the concept "Intsika Yesizwe" and its development objectives;
- the target group of Intsika Yesizwe;
- the nature and length of the training programmes;
- the importance of participation by the instructors;
- the image of Intsika Yesizwe.

The Project Planning Committee had two further meetings during the year and on these occasions serious attention was given to the feedback obtained from the RIEP research team and the Director of Intsika Yesizwe concerning the development of the programme.

2.3 Report regarding the activities of Intsika Yesizwe, 1985

2.3.1 Enrolment

The training programme at Intsika Yesizwe started on 14 January 1985 for the first group of students, while the training of the second group commenced on 1 April 1985.

The enrolment figures for the course were as follows:

Group 1: 40
Group 2: 34

About one half of the students enrolled in both groups, were under the age of 19 years. The students in both groups had all completed six years or more of school education. They therefore all met the requirements for minimum literacy. The largest number of students came from the Zwelitsha district. The reason is probably that Intsika Yesizwe was still relatively unknown in other districts.

More or less 70 youths applied for enrolment in the first group, but due to a decision of the Project Planning Committee, only 40 students were admitted. Some of the unsuccessful applicants were advised to apply for the second training session which started in April.

The selection process for admission to Intsika Yesizwe includes the following four steps, viz.:

- the filling in of the application form;

- the completion of a questionnaire compiled by the staff of Intsika Yesizwe;

- the taking of a series of psychometric tests conducted by officials of the Department of Manpower Utilisation;

Apart from the above, each candidate must also undergo a medical examination. During the two weeks occupied by all these tests the candidates are familiarised with the activities of Intsika Yesizwe as a kind of introduction to the training programme.

It should be mentioned that four of the candidates in the first group did not complete the first orientation phase, with the result that the group consisted of 36 students.

2.3.2 Training in the various skills

After all the candidates had completed their orientation period of two weeks, they were divided into groups for training in various skills. The results of the various psychometric tests played a part in this grouping process, but each candidate's experiences during the orientation period, his interests, motivation, aspirations and determination were also thoroughly taken into account.

The classification for training in the various skills for both groups of students is given in the table below.

Table 2.1

Intsika Yesizwe, grouping according to skills, first module, 1985

	Panel-beating	Bricklaying	Woodwork	Leather-work	TOTAL
Group 1	9	10	10	7	36
Group 2	8	9	8	9	34

From the table above it is clear that the proportional distribution of the students over the various skills was quite

well-balanced. At this stage it is important to note that all the candidates had to take Agriculture as a compulsory subject in accordance with the recommendations of the RIEP research team.

In conversations with the instructors, the necessity for a proper syllabus for each skill was stressed. Examples of such syllabi, as used for instance by the Ithemba Training Centre of the Department of Manpower of the Ciskei, the training centre at Bloemfontein of the Department of Manpower of the RSA and the manpower training centre of Bophuthatswana, were discussed with the instructors.

As a result of these discussions, each instructor adapted the contents of the syllabus of the skill for which he was responsible to correspond with the prescribed syllabi of other training centres. In an attempt to incorporate structure and control in the training programme for each skill, the RIEP research team requested the instructors to draw up work schemes for their courses according to which their progress could be checked from time to time. The instructors were advised to be as practical as possible in their presentation in order to incorporate the principle of "explanation (theoretical), demonstration and lastly practical implementation by the student" in their methodology. According to this method, it would be possible to monitor and test the progress of the students continuously. As regards practical work, the instructors should concentrate on the acquisition of basic skills and techniques in each course. Special attention should be devoted to the production of simple models rather than to the making of complicated articles which might take up too much time. If these changes could be effected, it would be possible for the Director of Intsika Yesizwe to remain conversant with the state of affairs in respect of each part of the training programme at all times.

2.3.2.1 General remarks

In general it can be stated that the instructors, as well as the students approached the first training period (i.e. the first semester) in a positive spirit and that the results were correspondingly good. It was to be expected that the instructors would naturally encounter some problems in adjusting to the drastically shortened training period.

It should be mentioned that two of the instructors, Messrs Mlisa and Nqaba, did not return to Intsika Yesizwe in the second semester. They had accepted better paid employment elsewhere. Accordingly the development of the programme during the second semester was seriously impeded as the successful development of the programme relies heavily on the input of the instructors as advisers of the students.

2.3.3. Agricultural training

All students receive agricultural training. This training comprises two components, viz. (i) the planting, sowing and harvesting of crops as an industry, and (ii) the vegetable garden project where each student cultivates and plans his own small garden under the supervision of the instructor.

As regards farming as an industry, it should be mentioned that during 1984 the whole farming enterprise was planned by two agriculturally qualified national servicemen seconded to RIEP by the RSA Defence Force. These two agricultural experts had already submitted recommendations regarding the fertilising and planting of crops to the agricultural instructor towards the end of 1984. These recommendations were already implemented in 1984 with the result that the first crops could be harvested by February 1985.

When the RIEP research team visited Intsika Yesizwe in February 1985, they found several crops ready to be harvested and

the Ciskei Marketing Board was approached for advice regarding the marketing of the produce. The following crops were harvested:

Mealies - ± 5 ha
Potatoes - ± 1,5 ha
Pumpkins - ± 3 ha
Beans - ± 2 ha

These crops yielded the amount of R429-00 collectively and the money was paid over directly to the Treasury. A part of the harvest was however not marketed but retained as food supply for the kitchen. The amounts thus retained were the following:

Potatoes - 111 bags
Beans - 40 kg
Pumpkins - 34
Green mealies - 400 cobs

A further 60 bags of potatoes were also retained to be used as seed-potatoes in the next planting season. A certain amount of planting was also done in March and April, but as a result of the drought no crops could be harvested.

During the year large parts of the farm were fenced off according to the recommendations of the agriculturalists to make provision for stock-farming. Negotiations were entered into with Mr Nel of the Department of Agriculture regarding the purchase of a number of cattle, goats and poultry. The Minister of Agriculture, Mr Mafani, appointed Mr Nel to advise Mr Sofute regarding the most favourable cattle purchases. As insufficient provision for such purchases had been made in the annual budget, they had to be postponed until the next financial year.

The purpose of the vegetable garden project is to promote self-reliance, personal initiative and a love for the soil. Each student is allotted his own garden in which he can grow the crops

of his choice under the supervision and guidance of the agricultural instructor. In order to further this aim, the gardens have in fact been enlarged and whereas in the past ten students had to share a garden, the altered programme makes provision for a separate garden for each individual.

The instructor mentioned that the students had proved to be very motivated and enthusiastic and that they had worked diligently in their gardens. Formal agricultural training occupied seven hours per week spread over two days according to the timetable of Intsika Yesizwe, but the students often devoted a part of their spare time to the cultivation of their gardens.

2.3.4 Period of work in the community

After the students had completed their first training session at Intsika Yesizwe, they were expected to gain practical experience in the community by accepting employment with some local industry. The work they accepted was expected to be related to the skills training they received at Intsika Yesizwe during their first training session. The first group of students left Intsika Yesizwe on 10 April, while the second group completed their first training session on 15 June.

The students had difficulty in finding appropriate work especially due to the following factors:

- The economic recession had forced many businesses to curtail their activities in order to cut expences, with the result that fewer job opportunities were available.

- The prevailing drought had resulted in many agricultural labourers being forced to seek a means of livelihood in the industrial sector. Consequently competition for the available job opportunities grew ever stronger.

- Basically the students from Intsika Yesizwe are school-leavers with very little training and experience and they are therefore only qualified for relatively unskilled labour. In this category too many workers are already competing for the available jobs.

- The students from Intsika Yesizwe are only available for work for a period of ten weeks, after which they have to return to complete their training programme. Employers generally prefer to appoint more permanent workers.

- If a student should find work far from home or available cheap accommodation, he could not accept it since he lacks the financial means to afford it.

In spite of these and other practical problems quite a few students nevertheless succeeded in obtaining employment with the small industries at Mdantsane, Zwelitsha, Dimbaza and the Stutterheim Furnitures, as well as with the Department of Public Works at Bisho. Some other students were employed as assistants by private entrepreneurs and yet a few more assisted at building operations and woodwork at schools.

From the feedback obtained from employers, it appeared that the students adapted well to the work situation and that some of them were indeed relatively well paid.

2.3.5 Leadership training

After completing their period of work in the community, both groups returned to Intsika Yesizwe to complete their second training module in accordance with the reorganisation recommendations. The first group returned on 16 July and the second group on 15 September. It is indeed heartening to be able to report that of the 36 students in the first group who completed the first training session on 10 April, 34 returned to Intsika Yesizwe for their second training module. Of the 34

students from the second group who completed their first training session on 15 July, 30 returned for their second training module.

The second training module of the first group was completed on 13 September, while the second training module of the second group was completed on 5 December 1985. The training programme for the second training module included the following:

2.3.5.1 Rounding off of the training in the various skills

During this training module the students who were being trained in the various skills, were involved in community projects under the supervision of their instructors, or else they made articles according to their own individual choice. The various instructors played an important part in the implementation of the projects since it was their responsibility to see to it that all participated in the projects in order to ensure progress and also to identify and stimulate leadership potential.

The following table shows the grouping of the students according to the various skills after their return for their second training module.

Table 2.2

Intsika Yesizwe, grouping second training module, 1985

	Panel-beating	Bricklaying	Woodwork	Leather-work	TOTAL
Group 1	8	9	10	7	34
Group 2	7	8	7	8	30

It should be mentioned here that two of the instructors did not return to Intsika Yesizwe for the second semester. Mr L.D. Mlisa, instructor in Panel-beating, and Mr S.S. Nqaba, instructor in Bricklaying, both accepted posts elsewhere. This seriously impaired the development of this phase of the training,

since the students in these skills had to fall back on their own initiative and were deprived of instruction during the whole period. Discipline, as well as effective planning suffered in consequence.

On the whole, however, it appears that the rounding off training in the various skills did indeed succeed in motivating the students to undertake a community project.

2.3.5.2 Leadership training

The purpose of this training is to enable the students to appreciate the relation between themselves and all aspects of life which may influence their daily conduct (especially as leaders or motivators) in the communities. In order to achieve this objective, the students were introduced to individuals who had achieved public honour and esteem in Ciskei. By virtue of their experience and background these honoured individuals could contribute quite significantly to the promotion of positive attitudes towards development on the part of the students.

The following people devoted one day each week, on a rotation basis, towards motivating the students in their own particular way in respect of development activities in Ciskei:

- Mr Kunjuzwa, a retired inspector of schools, who discussed the history of Ciskei with the students;

- Rev Mxekexo, an inspector of schools, who dealt with the subject "Religion and Ethics";

- Chief Burns Ncamashe, Director of Professional Services of the Department of Education, who discussed the political development of the Ciskei;

- Chief P. Siwani of the Department of Rural Development, who discussed the very important and critical development of rural areas and communities with the students;

- Mrs Sali of the Ciskei Peoples Development Bank, who mostly discussed the importance of economic development;

- Sister September from the Department of Health, who brought the importance of medical care to the attention of the students;

- Captain Rowlands, Director of Training of the Department of Manpower Utilisation, who emphasised the importance of manpower training.

Since it is very difficult to measure the success of this leadership training, the report of the Director of Intsika Yesizwe should be accepted as read when he states that "to all intents and purposes the course was a resounding success".

2.3.5.3 Other training

According to the timetable used at Intsika Yesizwe, other subjects and activities such as Physical Education, Religious Instruction, Health Education, singing, sport and musical band practice were normally included in the daily programme. Agricultural training and especially the vegetable garden project, were continued as in the first phase of training. Due to the drought in Ciskei, however, not much success was achieved in respects of crops during the second semester.

2.3.5.4 General remarks

Over and above the formal training programme, much attention was also devoted to various sport activities. Amongst these were rugby, soccer, netball, boxing, athletics and tenniquoits. The

various teams from Intsika Yesizwe competed against teams from surrounding schools and the Defence Force and favourable results were achieved. The sport activities contributed to the physical and mental well-being of the students. Five athletes were selected to represent Zwelitsha North at a regional sports meeting. One problem which, however, hampered the sport activities, was the fact that the sports fields at Intsika Yesizwe do not confirm to official standards. The students therefore had to make do with the available inferior facilities.

In the cultural field the students devoted much attention to music, singing and musical band practice and they took part in various festivities and performed at school functions.

Each Wednesday evening a prayer-meeting, led by the boarding-master, an evangelist, was held at Intsika Yesizwe.

2.3.6 Course for girls

As envisaged in the initial planning by the RIEP research team, the course for girls was introduced at the beginning of 1985. For this purpose Intsika Yesizwe acquired the services of a very competent teacher, Miss Peter. She had already been teaching for several years in the subject of Domestic Science and Needlework. Accordingly she was conversant with the syllabi used in the formal school for the teaching of these two subjects.

2.3.6.1 Enrolment

Recruitment for the course was restricted to girls from the neighbourhood of King William's Town. During the year two groups of girls were enrolled in the course at Intsika Yesizwe and the training of each group took six months. Since little or no equipment was available when the course was first introduced, it was decided to limit the enrolment to 20 during this initial year.

The number of girls enrolled in the course came to the following:

Group 1: 20
Group 2: 18

More than half of the girls in both groups were over the age of twenty and they had all completed six or more years of school education. They therefore met the minimum requirements for functional literacy.

Most of the girls hailed from the neighbouring Amahlathi tribal authority territory. They were therefore able to attend the classes at Intsika Yesizwe each day without having to reside on the premises.

2.3.6.2 Course content

The syllabus for the course was designed by Miss Peter with the assistance of the RIEP research team, Mr Feketa and two inspectresses for Domestic Science and Needlework from the Department of Education, Mmes Msi and Twala. Mrs Twala is also a member of the curriculum planning committee for Homecraft of the Department of Manpower Utilisation. It was decided that syllabi for the subjects used in the formal school, would serve as the basis of the syllabus designed for the course for girls.

The following subjects were included in the training:

- Cooking: This comprises an elementary knowledge of the culinary art including the preparation of various foodstuffs.

- Needlework: This comprises elementary dressmaking for ladies which closely conforms with the syllabus of the formal schools.

- Housekeeping: This includes the principles and practice of cleaning, washing and general domestic planning.

- Vegetable garden project: This comprises gardening and cultivation of various vegetables by groups of girls working together.

- First Aid: This includes courses in first aid pertaining to elementary preventive care and the treatment of minor injuries and diseases.

The main components of the course were Cooking and Needlework. For the teaching of these subjects the students in each group were divided into two classes each consisting of about nine girls. Form Monday to Thursday, between 8h00 and 14h30, the classes were alternately instructed in Cooking and Needlework. On Fridays, however, the two classes were combined for training in Housekeeping, First Aid and the activities related to the vegetable garden project.

Miss Peter reported that the girls from both groups made good progress and were enthusiastic about the course. The lack of suitable equipment initially hampered the development of the course, but as more equipment was made available the progress improved.

2.3.6.3 Equipment

When the course was first introduced, no equipment was available for any of the subjects. Equipment was purchased bit by bit and the course could only start to progress satisfactorily towards the month of May when the purchased equipment was delivered to Intsika Yesizwe.

In the meantime equipment borrowed from neighbouring communities had to be used. One of the greatest handicaps was the fact that a separate classroom or lecture hall was not available for the

teaching of the course. The students and teachers had to use the kitchen facilities of Intsika Yesizwe and the existing diningroom had to be used as a lecture hall during such times as it was unoccupied. A storeroom for the course equipment is also a vital necessity.

2.3.6.4 General remarks

Miss Peter is of the opinion that the course was very successful and that it was greeted with great enthusiasm. From conversations with the girls, it was apparent that they expected to find work in small industries quite easily on the strength of this training. The instructress is however of the opinion that the main purpose of the training should be to increase the self-confidence of the students so that they will be able to promote rural development by the founding of clubs within the communities. In this way Intsika Yesizwe would also become known and gain esteem in the rural areas.

Of the first group of girls who completed their training at Intsika Yesizwe towards the end of June, six were employed by a small clothes manufacturer in Dimbaza. From feedback received regarding their performance, it is apparent that the demand for workers who have received similar training, will constantly increase.

2.3.7 Personnel affairs

The essential prerequisite that properly motivated instructors should be available to teach the various skills, has already been stressed. Consequently the RIEP research team regularly interviewed the various instructors with a view to motivating them for their task. During such conversations, it was stressed that their task did not only comprise instruction in the relevant skills, but that they should also act as advisors in respect of the identification and cultivation of the leadership potential of the students. They should also strive to identify the possible

problem areas so that these might receive appropriate attention during the planning process.

One problem which really had a detrimental effect on the motivation of the instructors, was the low salaries paid to them by the Department of Education. When they were first employed by the Ciskei Special Forces a personal salary scale was determined for each instructor. These scales were considerably higher than the present rate of pay of the Department of Education. This implies that the salaries of the instructors have in fact been reduced since the control of Intsika Yesizwe was transferred to the Department of Education. Various queries and requests by RIEP personnel have achieved no success and the scales have remained unchanged.

A result of this unsatisfactory situation regarding the salaries of the instructors was that two of the instructors resigned at the beginning of the second semester in order to accept employment elsewhere. This resulted in a total disruption of the training programme as the vacant posts could not be filled at such short notice. The important leadership component of the course suffered accordingly.

A further impeding factor was the fact that there was no stand-in for Mr Feketa who could take over his duties at Intsika Yesizwe during those times when he was obliged to visit the tribal authorities. It is of the utmost importance that somebody should be officially appointed to assume control of Intsika Yesizwe during the absence of the Director.

These administrative problems, compounded by the very real possibility that a further two instructors may conceivably resign because of job dissatisfaction, resulted in other important matters not receiving due attention.

2.3.8 Liaison with various organisations

The youth programme at Intsika Yesizwe has never been intended to function in isolation. In a developing country such as the Ciskei, all development efforts should be properly integrated in order to derive maximum benefit from these combined efforts. In particular, in as much as various government departments and other organisations have a mission with regard to the provision of non-formal education in various fields, it is essential that information should be properly exchanged in order to accomplish co-ordination of all such actions, prevent unnecessary overlapping and ensure maximum effectiveness.

For these and other practical reasons, the planners of Intsika Yesizwe have endeavoured to maintain liaison with outside organisations at all possible levels. Examples of such liaison are the following:

2.3.8.1 Liaison with tribal authorities

Liaison with the tribal authorities is of the utmost importance since it is their responsibility to identify and recommend suitable prospective students for Intsika Yesizwe. Consequently they should be constantly informed regarding the aims and activities of the youth programme. Such information would enable the tribal authorities to recommend the 'right' students. Liaison with the tribal authorities may also provide the necessary information when the needs of the communities have to be determined, since they are involved in all development efforts in the rural or tribal authority areas.

Mr Feketa has found that, to a great extent, ignorance regarding Intsika Yesizwe still prevails in the communities. Many of the chiefs still believe that Intsika Yesizwe is a labour training centre or even an institution for juvenile delinquents. This misapprehension will have to be corrected if the tribal

authorities are to perform their task regarding the identification of needs and potential 'leaders' satisfactorily.

2.3.8.2 Liaison with government departments

During 1985 liaison with various government departments was maintained on a continuous basis. The purpose of this liaison was to promote co-operation between the various government departments and, by doing so, to ensure maximum effectiveness. Among the government departments with which such liaison was maintained, are the following:

- The Department of Agriculture. On two occasions the RIEP research team had interviews with Mr Mafani, the Minister of Agriculture, with a view to effecting co-operation and obtaining his nominations of contacts for various matters.

- The Department of Manpower Utilisation. On various occasions the RIEP research team had discussions with the former Minister and Director-General of Manpower Utilisation, Chief Maqoma and Mr Michau. During 1985 further discussions were also held with the new Minister of Manpower Utilisation, Mr Mpepa.

- The Department of Public Works. The RIEP research team effected liaison with the Department of Public Works as part of the effort to obtain suitable employment for the students during their period of work in the community.

- The Department of Health. Officials of the Department of Health regularly visited Intsika Yesizwe to give lectures on preventive health care, family planning, nutrition and first aid.

- The Department of Rural Development. Chief Siwani of the Department, who is intimately involved in rural development efforts, gave various lectures at Intsika Yesizwe on the importance of rural development.

- The Department of Youth Affairs. Close liaison between RIEP and this department, as well as between the Department and Intsika Yesizwe was of necessity maintained since the missions of the two youth programmes are closely related.

In order to arrange this liaison between the various government departments, Prof Vermaak, in collaboration with Mr Feketa the Director of Intsika Yesizwe, arranged an interdepartmental meeting for 11 January 1985. The following government departments sent representatives to this meeting: The Departments of Education, Manpower Utilisation, Agriculture and Transport, as well as the Ciskei Small Business Corporation. At this meeting the importance of liaison was emphasised and the delegates felt that such interdepartmental meetings ought to be held as often as once every three months. At these meetings all development efforts could be co-ordinated to ensure that the various activities complement one another. Intsika Yesizwe might serve as a link in the effort to stimulate rural development.

2.3.8.3 Liaison with other organisations

During the initial year of reorganisation, liaison was also effected with various other organisations in an effort to develop the training programme as effectively as possible. These organisations were involved since their knowledge and experience in their own particular fields could be utilised to the benefit of the programme at Intsika Yesizwe. Liaison was effected with the following organisations:

- The Ciskei Marketing Board. As stated earlier, the officials of this organisation assisted in the planning and marketing of the crops at Intsika Yesiswe.

- The Ciskei Small Business Corporation (CSBC). Mr W.M. Nyikana of the Corporation was a member of the Project Planning Committee for Intsika Yesizwe. His task was to advise the Committee regarding small business enterprises in rural areas.

- The Ciskei Peoples Development Bank (CPDB). The Bank offered the services of some of its staff to assist in the leadership training course during the second semester.

- The Ciskei Agricultural Company. This company was also asked to assist in leadership training.

2.3.8.4 General remarks

During the year in which the project was launched, the RIEP research team and the personnel of Intsika Yesizwe effected official as well as unofficial liaison and in this way obtained valuable contributions and established useful contacts. This was of vital importance to the successful development of the training programme as it could not be expected that internal resources would be capable of providing the solutions to all problems. This is indeed a development effort which should be approached in various ways in order to address the problem of total development.

2.3.9 Liaison with the Department of Education

When the RIEP research team started their initial planning for the reorganisation of Intsika Yesizwe during 1984, Mr Boqwana was the Minister of Education and Mr Ntlabati was Director-General of Education. Mr Boqwana had been newly transferred from another government department and was quite uninformed regarding the existence and function of Intsika Yesizwe. Mr Ntlabati was also unaware of the existence of the youth programme. It was therefore left to the RIEP research team to inform and orientate

these two gentlemen, as well as several others within the Department of Education, regarding the existence, aims and objectives of Intsika Yesizwe. Since the two honourable gentlemen, as representatives of the Department of Education, were ex officio members of the Project Planning Committee, it was vitally important that their understanding of, interest in and active support of the reorganisation plans for Intsika Yesizwe should be procured as effectively as possible. Naturally this was no easy task, since Intsika Yesizwe is but one of many activities of the Department of Education which they had to examine and evaluate in the shortest possible time. Nevertheless the RIEP research team can testify to a lot of understanding and good co-operation on the part of these two gentlemen.

In order to evaluate the liaison with the Department of Education properly, it is however necessary to mention the constant change in the top management structure of the Department. In fact, towards the end of 1985 and at the beginning of 1986, further changes regarding the offices of minister and director-general were also the order of the day. These changes considerably hindered the RIEP research team in the performance of their task since they implied the loss of valuable time, understanding and positive attitude. After each change they had to start afresh with the building of a relationship of trust and understanding and that within the short space of the one year set aside for the pilot project.

The co-operation of the top management of the Department of Education was of the most cardinal importance to Intsika Yesizwe since there was no other specifically appointed section within the Department which could attend to the needs of the youth programme. This problem arose from the fact that Intsika Yesizwe is not a typical educational institution which can be easily accommodated within the planning of the formal education activities. The structure of the Department of Education therefore did not formally provide for the planning, support and upkeep of Intsika Yesizwe. Negotiations with the Department were

conducted at random and involved different officials each time. The result was frequent unnecessary delays and misapprehensions. A good communication channel with the Department of Education was through the office of the Director-General, but even here his full programme often obstructed reasonable access. The proper and effective development of the programme often suffered in consequence.

The RIEP research team is of the opinion that most of the problems could be solved if a more efficient and continuous liaison with the Department of Education could be effected. The fact that Intsika Yesizwe does not quite fit into the structures of the formal education system, might prove a problem, but it ought to be possible to find acceptable answers through proper planning. A liaison body providing for financial, technical, curricular and extra-curricular planning and such advice as the Department of Education might give, should be constantly available to attend to the needs of the youth programme. Such a body might serve as an advisory committee, as well as a board of control to monitor and plan the functioning of the youth programme in co-operation with the Director of Intsika Yesizwe.

2.3.10 Project Planning Committee

Apart from the first meeting of the Project Planning Committee which was held on 10 January 1985, two follow-up meetings of the committee were held later in the year. At these meetings, the committee took cognisance of the progress of the programme and important matters which might influence the programme were thoroughly discussed.

The meetings were held on the following dates and were attended by the representatives as set forth in detail below:

- Meeting at Zwelitsha, 1 August 1985

Present: Prof D. Vermaak, Director of RIEP
The Honourable the Minister of Education, Mr H. Nabe
The Honourable the Minister of Youth Affairs,
Rev V.G. Ntshinga
Mr B. Tengemfeni, Director-General of Education
Mr T.D. Feketa, Director of Intsika Yesizwe
Mr B.T. Mraji, Director: Administration, Department of Education
Mr J. Bartlett, Director, Department of Youth Affairs
Mr W.M. Nyikana, Ciskei Small Business Corporation
Dr D.F. Coetzee, Development Bank of Southern Africa
Mr P.R.C. Nel, Development Bank of Southern Africa
Miss C.M. Swart, RSA Department of Foreign Affairs
(on invitation)
Mr C.J.H. Krüger, Secretary, RIEP.

- Meeting at Zwelitsha, 4 November 1985

Prof D. Vermaak, Director, RIEP
The Honourable the Minister of Education, Mr H. Nabe
The Honourable the Minister of Youth Affairs,
Rev V.G. Ntshinga
Mr P.P. Jacobs, acting Director-General of Education
Mr W.M. Zantsi, Director: Professional Services,
Department of Education
Mr C.H.M. Mangcu, Chief Inspector, Department of Education
Mr T.D. Feketa, Director of Intsika Yesizwe
Mr J. Bartlett, Director, Department of Youth Affairs
Mr W.M. Nyikana, Ciskei Small Business Corporation
Dr C.R. Liebenberg, RSA Department of Development Aid
Miss C.M. Swart, RSA Department of Foreign Affairs
Mr G.H.J. Kemp, RIEP, UOFS
Mr C.J.H. Krüger, Secretary, RIEP.

At these two meetings certain findings and recommendations were formulated by the committee. The views of the Project Planning Committee are incorporated in the findings and recommendations of the RIEP research team regarding the initial year of the reorganisation of Intsika Yesizwe, which are expounded in the next chapter.

CHAPTER 3

FINDINGS AND RECOMMENDATIONS

3.1 Introduction

In assessing the training programme of Intsika Yesizwe, it should be remembered that the skills training does not constitute the main component of the training programme. If this were so, the programme would be a mere duplication of the training provided by the training centres of the Department of Manpower Utilisation. The purpose of the training provided by the Department of Manpower Utilisation is the production of manpower for the industrial enterprises in the Ciskei and even for the labour-market in the RSA. The training at Intsika Yesizwe, however, is aimed at producing useful citizens for the Ciskei, citizens who, by acting as agents or motivators, might stimulate and promote development in the Ciskeian context. The primary objective of the training at Intsika Yesizwe is therefore to stimulate development in the local (rural) communities. The skills training is regarded as merely instrumental to the achievement of this objective. For this reason the emphasis of the training falls on basic skills and not on the provision of specialist training.

For this reason planning for Intsika Yesizwe should always be done with a view to furthering this primary objective. All activities should be aimed at first identifying potential 'leaders' who might contribute to the development of rural areas, and afterwards nurturing the leadership potential of these students in preparation for their task. This implies that a heavy premium should be put on quality of management and organisation, as well as on the competence of the instructors and the quality of the students acceptable at Intsika Yesizwe.

In view of the above, the RIEP research team, aided by inputs on the part of the Project Planning Committee, has formulated a number of findings and recommendations for the successful survival of Intsika Yesizwe. In the following paragraphs these findings and recommendations will be expounded under the following important headings:

3.2 Recruitment and enrolment

Since the purpose is to train 'leaders', or at least useful citizens for the communities in the Ciskei, a method will have to be found by which the potential of prospective students can already be determined at the stage of recruitment. It would be unrealistic to expect the Director, or the personnel of Intsika Yesizwe to assume responsibility for this task of assessment, since they would only be able to assess the paper qualifications of prospective students at the time of application.

It is the considered opinion of the RIEP research team that the tribal authorities of the various regions should play an important role in this respect. They are, after all, familiar with the circumstances of the people of their regions and they should therefore be capable of identifying potential 'leaders' and recommending suitable candidates for training on the strength of their irreproachable character, sense of responsibility and willingness to help, as well as certain intellectual skills and the latent ability to become useful citizens within the community concerned. The tribal authorities could also play a further role in as far as they have the right to bind prospective students, by means of an agreement, to employ the skills acquired by way of the training programme, to mutual advantage. In this way alone could the ideal of a 'pillar of the nation', i.e. somebody who serves his community, be achieved.

This recommendation implies that the tribal authorities should constitute the most important link in the recruitment process. It is therefore important that they should be well aware of their

responsibilities in this respect and that they should also be conversant with the content and possibilities of the training programme at Intsika Yesizwe. What happens at Intsika Yesizwe will indirectly also affect development in their own communities.

In order to ensure that the important task of liaison with the tribal authorities is properly executed, the RIEP research team recommends the appointment of a full-time liaison officer at Intsika Yesizwe. It would be the task of this liaison officer to keep the tribal authorities fully informed regarding their responsibilities. Under certain circumstances he would also have to evaluate particular potential students in co-operation with the tribal authorities. He would have to confer with the tribal authorities in order to determine their particular needs and then communicate these to Intsika Yesizwe. Finally, it would be his duty to provide information regarding current training programmes. These various duties demand the services of a full-time official who should also have the ability and status which would enable him to negotiate with the tribal authorities.

The RIEP research team feels that in order to ensure maximum effectiveness, the students would have to meet the minimum requirements for literacy, i.e. they should have completed at least six years of schooling successfully. Reading, writing and numeracy skills are a prerequisite for successful participation in the programme since certain assignments and tests will have to be completed in written form. The students should not be younger than sixteen at admission and twenty to twenty-two years should be the maximum acceptable age of admission. The final choice regarding the particular skill in which the student will be trained, should be made on the strength of the student's own interests, although the results of the psychometric tests should be taken into account. In cases where the student has accepted certain obligations towards a tribal authority in respect of his training, the choice of the skill in which he will be trained, will rest with the tribal authority.

On admission to Intsika Yesizwe, a personal record file should be opened for each student. This should consist of a card, on the one side of which the personal particulars of the student should be entered, whilst on the reverse a record of his progress through the course should be kept. Important entries referring to the student's leadership potential should also be made. This record could serve as a valuable source of information when reporting to the tribal authorities. A record of employment after the student has finished his training and left Intsika Yesizwe, should also be kept in the file. In this way it might be possible to collect all relevant information regarding former students who have successfully completed the programme. Such information could provide valuable feedback for future planning of training activities.

3.3 Skills

The skills in which training is currently provided at Intsika Yesizwe, are still the ones which were chosen when the youth programme was under the control of the Ciskei Special Forces. The RIEP research team is of the opinion that these skills do not necessarily reflect the current needs of the rural communities. In order to suit the skills training at Intsika Yesizwe to the needs of the communities, needs assessments will have to be done from time to time. In these the tribal authorities might once more play an important part by interpreting the needs as they are experienced in the various communities and then formulating certain recommendations for consideration by Intsika Yesizwe. This would enable planners to make provision for training in skills suited to the most critical requirements of the communities.

In a developing community the fact that needs are never static but constantly change as circumstances change, should always be taken into account. In order to provide for such changing needs, a certain flexibility will have to be built into the courses

provided at Intsika Yesizwe. During planning provision should be made for the possible phasing out of courses which may no longer be relevant to current needs. In the same way it should be possible to phase in new courses as circumstances or community needs may require. Consequently it is of the utmost importance that there should be extremely good co-operation, as well as negotiation between Intsika Yesizwe and the various tribal authorities so that timely and effective planning for such changes could be accomplished. The liaison officer whose appointment has been recommended in Paragraph 3.2 above, should also make observations, provide guidance and finally formulate recommendations in this respect.

The current system according to which two groups per year are accommodated at Intsika Yesizwe on a rotation basis, should be retained since it achieves greater cost-effectiveness. The previous system according to which only one group of about 50 students was trained each year, was per capita a very costly system. Under the current system about 70 students were accommodated during 1985 at more or less the same cost as was incurred on behalf of 50 students under the previous system. There is even a possibility that the number of students be increased to 100 in future. This would markedly reduce the per capita cost per annum.

In the curricula for the various skills ample provision should be made for time devoted to the maintenance and improvement of the students' levels of literacy. The reading, writing and numeracy skills of the students should be constantly exercised in order to ensure that there is no loss of proficiency in this respect.

The purpose of the training at Intsika Yesizwe is that, after completion of their training, the students should become involved in activities in their own communities and thus promote development in their own areas of residence. The activities in which they should participate should naturally generate income, which implies that the student might become involved in a small

business enterprise, probably as proprietor. In such an enterprise, elementary training in business management, purchasing, sales, stocking, bookkeeping, etc. might prove very useful. The RIEP research team feels that the inclusion of an elementary course in business management and business economics in the training programme would be to the advantage of all concerned. The content of such a course might be planned in co-operation with the Ciskei Small Business Corporation, the Ciskei Peoples Development Bank and the Ithemba Training Centre in Mdantsane.

It is also recommended that provision should be made for a further three classrooms at Intsika Yesizwe. At present all training in Building and Bricklaying is done outside and no storeroom is available for the equipment needed for training in these two skills. A separate classroom for the course for girls, which should also provide for the storing of equipment, is also a necessity. The possibility of letting the students plan and build these classrooms as part of a practical assignment should be considered.

3.4 Agriculture

The agricultural training should continue to comprise two separate components, viz. the vegetable garden project and the farming activities. In the last instance, farming should be practised as an economic enterprise.

In the vegetable garden project each student should still be allowed to plan and cultivate his own small garden. The agricultural instructor should provide advice and guidance. The vegetable garden project should be managed in such a way that it stimulates competition among the students. This should make it easier to identify and utilise the leadership potential of the students.

All planning of the farming activities should be done with the active participation of the students in order to keep them fully informed regarding the reasons for the choice of each and every activity. Certain responsibilities in respect of the driving of tractors, ploughing, planting, fertilising and harvesting of crops should be delegated to the students. In the execution of these duties the leadership potential of the students should manifest itself very clearly.

During 1985 the farming activities generated a considerable income which was duly paid over to the Treasury. The possibility should, however, be investigated of allowing the Director of Intsika Yesizwe to administer the funds generated in this way and to freely allocate these to particular projects as needed. Certain financial needs do arise from time to time, which could be met much more effectively if all the time-consuming official red tape could be avoided. The Director should have the right to assume responsibility for the funds and to submit a regular financial report to the Director-General of Education.

With the extension of the farming activities to include stock-farming, the workload of the agricultural instructor becomes much heavier. The RIEP research team feels that the post of agricultural instructor should be separated from that of farm manager. It is therefore recommended that a full-time farm manager should be appointed to assume responsibility for the planning and management of all farming activities.

3.5 Period of practical work in the community

From feedback received, it appears that the students greatly benefitted by the practical work experience which they gained through their period of practical work in the community. Admittedly a few of the students had trouble finding suitable employment due to reasons explained earlier. The tribal authorities might however be of assistance in finding suitable employment for the students during this period, especially since

they are co-responsible for recommending prospective students for training at Intsika Yesizwe. The liaison officer, in co-operation with the various tribal authorities, might assist in identifying small business enterprises, community projects or other job opportunities in rural areas where the students might find employment. In this way the tribal authorities might make a contribution of mutual benefit to the students and the development in their own territories.

After the students have started work in suitable jobs during their period of practical work experience in the community, the liaison officer should regularly visit them in their various work situations in order to keep in contact and to take notes regarding their behaviour and progress for feedback to Intsika Yesizwe. Communication with the students' employers is a necessity since it is expected that they should submit a written report to Intsika Yesizwe on the progress of each and every student employed by them when these have completed their period of practical work experience. These reports should be duly included in the record files of the students for future reference. Apart from the regular visits by the liaison officer, the working students should also be visited by their various instructors. It is however not required of the instructors that they do, in actual fact, visit all the students, since they are already fully occupied in continuing the training programme at Intsika Yesizwe.

3.6 Leadership training

The identification of potential leaders who might conceivably make a positive contribution to community development, is a very important component of the training programme at Intsika Yesizwe. It is in this respect that it differs from the pure manpower training provided by the Department of Manpower Utilisation. The idea is not so much to train political or tribal leaders. It is rather a question of identifying leadership potential amongst the early school-leavers with the assistance of their tribal

authorities and afterwards training such potential leaders in order to enable them to make a positive contribution to the development of their various communities. For this task the instructors will have to be trained and receive appropriate guidance.

In the training programme for each skill, provision should therefore be made, not only for the identification of leadership potential, but also for the evaluation of the programme itself with a view to its constant improvement. The leadership skills of the students should be enhanced by allowing them to assume ever more responsibility and also by allowing them to participate in the planning of projects which require personal initiative.

The instructors should not merely concern themselves with developing leadership potential within the scope of their own particular skills training programmes. Even when the students are engaged in activities which are not necessarily covered by the skills training programmes, the instructors, as well as other staff members should be constantly on the look-out for the potential leaders whose abilities might be enhanced with a view to the development task envisaged for them in the future. Extra-curricular activities which might provide opportunities for the development of the abilities of a potential leader, include the following:

- Hostel affairs: As room prefect or even possibly head prefect;

- General affairs and meetings: Possibly as member of a kind of "students' council";

- Church activities: As member of a choir or even choirmaster, or a potential leader might act as gospeller;

- Sports meetings: As member of a selection committee, or even as team captain, or as a sports official assisting in

preparation of the sports fields or grounds;

- Cultural functions or assemblies: Possibly as member of the organising committee, or even just as member of the particular cultural group;

- Campus cleaning up operations: Possibly as group leader.

In respect of all the activities mentioned above, it is however important that those providing the necessary guidance, i.e. the instructors and other personnel, should receive special training to prepare them for their task of identifying and developing potential leadership.

3.7 Course for girls

This course which was first introduced in 1985, was greatly in demand and the instructress reported that the participating young women were all very enthusiastic.

The RIEP research team feels that the introduction of this course, even if only a minimum number of girls could be accommodated to begin with, might indeed contribute to the development of rural communities. Some experts in the field of development have expressed the opinion that development efforts in rural areas should be directed towards the training of women rather than men. They base their argument on the fact that the men, more often than not, leave the rural areas after the completion of their training to avail themselves of job opportunities in the labour markets of the urban areas, which leaves the women and older men to cope with the problems of the rural areas. Job opportunities for men are not freely available in rural areas with the result that they seldom return there. In respect of rural development, resources used for the training of men are therefore often wasted and the only feasible alternative is to direct efforts at rural development at the women who continue to reside and live in the rural areas.

On the strength of the above argument, the course for girls at Intsika Yesizwe should enjoy high priority. Currently the girls are not provided with boarding accommodation on the premises as the boys are and they only come to Intsika Yesizwe for a few hours of training each day. The RIEP research team is of the opinion that this procedure should continue to be followed for the next several years as the current economic climate does not justify the expence of providing full boarding accommodation for girls at Intsika Yesizwe. On the other hand, in planning for the course, the budget should provide for the purchase of all necessary equipment, as well as for a suitable classroom as an urgent priority. It is also felt that the current practice of accommodating two groups of girls for six months of training each year should be continued and that, for the next two years at least, the number of girls in each group should be limited to twenty. This would enable the instructress to identify problems and shortcomings and to find ways and means of eliminating these in consultation with the inspectresses before larger numbers are admitted for training.

Future planning regarding the content of courses for girls should rest on the professed needs of the communities. The RIEP research team has found that some of the girls were employed by an industrial enterprise in Dimbaza on completion of their training course. This might be at direct variance with the intended results of the training for girls. It is felt that the main objective of all training at Intsika Yesizwe should be to produce useful citizens for the Ciskei, but also, pre-eminently, to stimulate rural development. This principle should also apply to the training of girls, although it is accepted that Intsika Yesizwe, especially in the current difficult economic climate, should not lay down too many hard and fast rules in this respect.

3.8 Personnel affairs

It should once more be emphasised that the personnel and instructors of Intsika Yesizwe should attend special training programmes which will qualify them for the task of managing the leadership training. This will of course lay an additional obligation on each staff member, but if each of them is fully prepared for the task and knows exactly what is expected of him/her, the task of guiding the students will be so much more easily and naturally accomplished.

For the special subjects which have to be discussed with the students during the second semester, it will still be necessary to engage the services of such persons as have achieved public esteem in the Ciskeian society, as well as those of experts in various fields. Various persons and organisations have already been identified as possessing the necessary attributes for this task. The aim should be to encourage and stimulate the students in their search for role models with which they can identify themselves.

3.9 Interdepartmental liaison

The necessity for interdepartmental liaison has already been discussed and the RIEP research team would like to stress that it fully agrees with the view that it is of the utmost importance. It is in fact suggested that the interdepartmental liaison committee should meet at the beginning of each year for the exchange of information regarding important actions which are being planned for the year. Information regarding developments at Intsika Yesizwe, should also be passed on to the various departments in this way. Apart from this annual meeting, Intsika Yesizwe should maintain a continuous liaison with such departments as might contribute to the improvement of the activities of the youth programme.

3.10 Higher level skills training

As already mentioned, the skills training at Intsika Yesizwe is only directed at the mastering of the basic skills of a trade. It might so happen that higher level training is requested by the students or even by persons living in the immediate vicinity of Intsika Yesizwe. Should this occur, Intsika Yesizwe might do important liaison work by requesting the mobile training units of the Ithemba Training Centre to come and offer such a course on its premises. Such courses might serve to enrich the training courses of the youth programme itself and could also benefit persons from the surrounding community who might wish to avail themselves of the opportunities offered by such courses. Co-operation and understanding between the two training institutions will also be encouraged in this way.

Students who have the necessary qualifications for admission, could also be referred to the institutions of the Department of Manpower Utilisation for a higher level of technical training. There might also be those who would prefer to return to the regular school in order to improve their school qualifications.

Intsika Yesizwe could also serve as a liaison institution and act as host to, for instance, the agricultural extension courses of the Department of Agriculture, or the health education courses of the Department of Health. Such liaison work would serve to define and emphasise the role of Intsika Yesizwe as an institution dedicated to the training of 'pillars of the nation'.

3.11 Internal organisation and control

The RIEP research team is of the opinion that it is of the utmost importance that a deputy director should be appointed at Intsika Yesizwe. Preferably the person appointed in this post, should have been a teacher so that he would be able to attend to the organisation and management of the so-called educational aspects

at Intsika Yesizwe. His duties should include, amongst others, the planning of the timetable, supervision of the curricula and work schemes of the instructors, the management of discipline in the hostel, as well as any other tasks which the Director might see fit to entrust to him. With the deputy director attending to the above-mentioned tasks, the Director would be able to find more time for liaison work, overhead planning and any other matters which might influence the development of the programme at Intsika Yesizwe.

3.12 Provision of uniforms and allowances

Currently the students are provided with uniforms, as well as overalls, upon admission to Intsika Yesizwe. Each student also receives an allowance of 50c per day during his stay at the youth institute. The RIEP research team believes that the provision of allowances and uniforms should be continued. A possibility which should be investigated is that of saving up the allowances in order to provide the student, upon completion of his training, with a nest-egg with which the necessary tools needed for his trade might be bought. The current allowance might be insufficient for this purpose, therefore ways and means in which the student might supplement this nest-egg to allow for the purchase of tools, should be investigated.

3.13 A board of control for Intsika Yesizwe

Currently Intsika Yesizwe has no board of control which can provide guidance in respect of planning. This might prove to be a rather serious management flaw. Up to the present RIEP has, to a large extent, provided the necessary guidance, but when the time comes for the research institute to withdraw its current support, the Director will be thrown on his own resources in respect of the planning, control and management of Intsika Yesizwe.

As problems regarding the necessary liaison with the Department of Education have already been identified, the RIEP research team feels that the appointment of a board of control to assist the Director of Intsika Yesizwe is an urgent necessity. Such a board of control will, to a large extent, have the same functions as similar boards in the formal education system, but its members will be appointed on the strength of specialist knowledge, specific expertise or reliability.

The RIEP research team recommends appointment of the board of control and its chairman by the Minister of Education. By way of advice, the research team would recommend that the following persons should be considered for possible appointment on the board of control:

- The chief education planner of Ciskei, or a reliable person from his section;

- The Director: Administrative, of the Department of Education of the Ciskei, or somebody appointed by him, who is involved in financial planning one way or another;

- The Head of the Zwelethemba Training College, by virtue of his expertise regarding skills training;

- An acknowledged chief with firsthand experience of development work and a positive attitude towards the aims and objectives of Intsika Yesizwe. At present Chief Burns Ncamashe might be considered for appointment by virtue of his sympathetic interest in the development of Intsika Yesizwe;

- Any other person whom the Minister might consider capable of making a knowledgeable contribution to the development of Intsika Yesizwe.

The RIEP research team is of the opinion that the board should not have too many members and would suggest a membership of five.

The board of control should meet at least once each month in order to discuss and monitor all issues related to management, control and organisation. The board should give the Director all possible assistance and support so that the training programmes might develop satisfactorily.

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